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| 2016 -2017 Academic Year | | |
| **Branson Professional Learning Proposal** | | |
| **Date** | **Professional Learning Sessions** | **Hours** |
| Aug. 8 | MSU Campus Kick-off | 7 |
| August | Cloud invitation with baseline writing option and new routine argument writing strategies | 1 |
| Sept. | Individual/Small Group Coaching: “Finding a Topic” Mini-unit and Claim Development Strategies | 1 |
| Oct. | Jr. High Half Day PD/H.S. Half Day PD: Examine baseline student work and select a mini-unit for completion before late December | 3.5 |
| Nov. | Online Participation and Coaching: Have a conversation about the implementation of the mini-unit; Read the document “How to Create a Text Set” | 1 |
| Dec. | Individual/Small Group Coaching: Have a conversation around Text Sets | 1 |
| Jan. | Jr. High Half Day PD/H.S. Half Day PD: Examine student work from mini-unit | 3.5 |
| Jan. | Online Participation and Coaching: Extended argument writing through inquiry | 1 |
| Feb. | Individual/Small Group Coaching: Adapting extended argument writing to individual classrooms | 1 |
| March | Jr. High Half Day PD/H.S. Half Day PD: Examine student work (extended argument writing in progress) | 3.5 |
| April | Online Participation and Coaching: A check-in for on-demand writing | 1 |
| May | MSU Campus Curriculum Development | 7 |
|  | Total Professional Learning Contact Hours Per Teacher | 31.5 |

We want teachers to understand that:

* There is not one way to teach writing
* The most effective teachers of writing are reflective practitioners, actively researching as they work
* Writing is assessed, not taught, through grading; it is taught through formative feedback, modeling, and conversation.
* In our attempts to help students view themselves as writers, it is imperative that we view ourselves as writers and model a writing life.
* Writing invites us to become active participants in wider conversations; to invite students into these conversations requires us to promote a climate of trust and safety, one that communicates value for each writer’s voice and belief that all writers can grow.

We want teachers to be able to:

* Approach their classrooms as venues for action research; engage in collaborative and reflective practices that seat them as lead learners in their classrooms.
* Examine work collaboratively, employ individual and collaborative formative assessment to inform and drive instructional decisions.
* Routinely write alongside students.
* Teach writing using strategies and practices that promote safety and trust, inviting students into writing conversations in non-threatening ways.
* Model and apply a growth mindset in their writing instruction.

We want to empower teachers to:

* Create a culture of argument in the classroom by routinely engaging students in the reading and writing of argument in low-stakes, low-risk situations
* Use a variety of formative assessment tools and protocols to determine students’ progress in making claims, identifying and selecting relevant evidence, and developing skillful reasoning
* Teach mini-units that engage students in elements of argument, scaffolding increasingly complex tasks, including revision and editing
* Develop text sets and mini-units that support the classroom curriculum
* Engage students in writing extended arguments that involve the complex tasks of research, organization, drafting, using sources, revision, editing, and publication
* Become teacher leaders through the sharing of expertise and resources